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ABSTRACT

The purpose of undertaking an administrative internship in the state of Indiana is to satisfy certification requirements for obtaining a superintendent's license. This paper discusses the one-year internship program in Indiana, beginning with a review of the month-by-month timeline of internship activities. Next, the paper lists 20 suggested activities for a superintendent intern to undertake. Also discussed are visits to administrative departments in other schools. The appendix provides information on applying for a sabbatical leave. (Author/LD)

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THE SUPERINTENDENT INTERNSHIP PROGRAM

By

VIRGINIA BROWN CALVIN, Ed.D.

A MONOGRAPH

APRIL 1980

DIVISION OF EDUCATION

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Indiana University at South Bend

EA 012 732

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THE SUPERINTENDENT INTERNSHIP PROGRAM

By

Virginia Brown Calvin, Ed. D.

SOUTH BEND COMMUNITY SCHOOL CORPORATION

SOUTH BEND, INDIANA

June 1979

A Post-Doctoral Study Supervised By
Floyd Urbach, Ph.D.
Associate Professor
Division of Education
Indiana University at South Bend
1700 Mishawaka Avenue
South Bend, Indiana 46615

ABSTRACT

Calvin, Virginia Brown, The Superintendent Internship Program. June, 1979, Supervised and coordinated by Mr. Donald A. Dake, Superintendent, South Bend Community School Corporation, and Dr. Floyd D. Urbach, Division of Education, Indiana University at South Bend, Internship Advisor.

The purpose of undertaking an internship was to satisfy Indiana certification requirements for obtaining a Superintendent's License. The internship was viewed as an ideal method obtaining a working knowledge, understanding, and skills necessary to the position of a school Superintendent. The internship was a full-time experience for one academic year, and involved nine semester hours of graduate independent study. An additional twelve hours of course study included School Finance, School Law, School-Community Relations, and Staff Personnel. The intern was also appointed by the Superintendent to serve on several corporation administrative committees and was permitted to "shadow" the Superintendent at most of his administrative meetings and functions.

The internship included surveying related literature, visiting other school corporations, preparing special documents for the school Superintendent, and developing activities which could generalize to other persons wishing to undertake a Superintendent Internship Program.

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THE SUPERINTENDENT INTERN PROGRAM

INTRODUCTION

The Superintendent Intern Program was conceived as one part of a formal program to satisfy the State of Indiana certification requirements for obtaining a Superintendent's License. Internships for the position of School Superintendent did not appear in the literature that was reviewed or in the review of institutional practices of school administration training programs. Although references were frequently found regarding general administrative internship programs, these programs tended to focus on administrative positions such as principal or coordinator. They did not specifically deal with the role of the Superintendent.

The internship was undertaken for one academic year. It combined cooperative planning efforts on the part of the intern; Mr. Donald A. Dake, the Superintendent of the South Bend Community School Corporation; and Dr. Floyd D. Urbach, Division of Education, Indiana University at South Bend. The internship involved nine semester hours of independent study at the graduate level and an additional twelve hours of course study including School Finance, School Law, School-Community Relations, and Staff Personnel. In addition, the intern was appointed by the Superintendent to serve on several corporation administrative committees and was permitted to "shadow" the Superintendent in most of his administrative meetings and functions.

Major, basic experiences included in the intern year were budget preparation, administrative training sessions, open and

closed meetings of the School Board, administrative cabinet meetings, curriculum development and coordination, school personnel matters including teacher negotiations, business management and purchasing, public relations, and a host of special projects and topics. In addition, formal visitations were made to six other school corporations. These visits included visiting the Superintendent and other central administrators in order to broaden the perspective of the Superintendent's role in school systems of various sizes and constituencies.

The value of the Superintendent Internship experience comes from being a part of the day-to-day, on-site situations and from the opportunity to observe the planning and the daily activities of the Superintendent.

TIMELINE OF INTERNSHIP ACTIVITIES

1977

July-August 1. Review of credentials by the State of Indiana Licensing Commission to determine the specific requirements for obtaining the Superintendent's License (See Appendix 1).

October 2. Contact with Indiana University at South Bend regarding its interest in participating in the internship program. A tentative outline of specific courses, based on license requirements, was established.

November 3. Visit with Mr. Donald Dake, Superintendent of South Bend Community School Corporation, to ascertain his willingness to sponsor the Superintendent Internship Program.

December 4. Review of literature on administrative internship program with a particular focus on the superintendency. Sources included the ERIC Center on Administration and Management and the Indiana University Library. Letters were also written to professional organizations and to other agencies known to have sponsored administrative internship programs.

1978

January

5. Completed an application requesting a sabbatical leave of one academic year from the South Bend Community School Corporation (See Appendix 2).

May

6. Notification that the sabbatical leave request was approved by the Board of School Trustees for the academic year, 1978-79.

June-July

7. Discussions with Superintendent Dake and Dr. Urbach to establish initial internship responsibilities and functions for the beginning of the next school year.
8. Office arrangements were made for the intern to be located in the Central Administrative Building.

August

9. The internship began on August 22, 1978. Started notebook and log of experiences related to administrative internship.
10. Assisted the Superintendent in planning School Board Agenda.
11. Attendance at Superintendent's administrative cabinet meetings.
12. Attendance at meetings of Board of School Trustees.
13. Appointed as an observer in final teacher negotiations sessions.
14. Participated in the corporation budgeting process being completed for the 1980-81 school year.

September

15. Completed review of literature related to internship programs.
16. Started formal course work at Indiana University at South Bend:

    School Finance - 3 hours
    School Law - 3 hours
    School-Community Relations - 3 hours
    Independent Study - 3 hours

17. Appointed to the South Bend Area Education Consortium.

October

18. Prepared a schedule of visitations with each department in central administration of the South Bend Community School Corporation.
19. Reviewed internship process and schedule of activities with the Superintendent and University advisor.
20. Prepared two special reports for the Superintendent's review.

November-December

21. Completed end of semester review of academic progress with University advisor.
22. Made visitations to the following School Corporation departments: (See Appendix 3)

    Office of the Superintendent

    Division of Personnel

    Division of Business Services

    Division of Management Information Services

1979

January-February

23. Started final academic course work:

    Staff Personnel - 3 hours
    Independent Study - 6 hours

24. Made visitation to the Division of Instruction.

March-April

25. Scheduled visitations to visit other school corporations:

    Bremen School District

    Mishawaka School System

    Fort Wayne Community School Corporation

    Kokomo-Center Township Corporation

    Hammond City School Corporation

    Portage Township School

26. Appointed by the Superintendent as Chairperson of the Head Start Evaluation Committee. Evaluations were conducted at each of the 15 centers during the period of 3 months.

May-June

27. Completed all University course work.

28. Prepared a monograph entitled "The Superintendent Internship Program."

29. Completed the Superintendency Internship Program activities June 15, 1979.

TWENTY ACTIVITIES FOR A SUPERINTENDENT INTERN

A year is spent in an internship. During that year, numerous activities are undertaken and completed. Each of these activities should be a "learning experience." Listed below are suggested activities. An explanation of how and why the activity was completed is presented after each activity.

1. ATTEND MEETINGS OF BOARD OF SCHOOL TRUSTEES - This experience can serve as a great tool for observing the Superintendent, other school officials, and school board members. Emphasis is placed on the working relationships among the board, the Superintendent, the public, and media.

2. ATTEND ADMINISTRATIVE MEETINGS - This activity serves as one method of staying abreast of the various problems, ideas, and responsibilities of the school system itself and of those who manage the school system.

3. ASSIST IN PLANNING SCHOOL BOARD AGENDA - This requires that administrators use skill and knowledge to translate the goals and objectives of the school system into items for the Board's action. It generates appropriate informative materials for the Board's use.

4. PARTICIPATE IN BUDGET PROCESSES - This activity allows one to understand how a school corporation can operate legally, efficiently, effectively, economically, and on a sound fiscal basis. It provides an understanding of long-range budget projections and control of all purchases and expenditures within the limitations of the budget.

5. ATTEND COMMUNITY MEETINGS WITH THE SUPERINTENDENT - This experience serves as a means of gaining special skills in working with groups and in developing good public relations. It enhances leadership in the implementing of school philosophy related to a community's public schools. It offers opportunity to work with citizens in the development and management of school corporation matters.

6. SCHEDULE VISITATIONS TO EACH SCHOOL DEPARTMENT - This is a "hands on" experience designed to understand the management of the school system through observing its component parts. It helps the intern understand the management of the school functions in all divisions and it develops a "feel" for the development of systems and procedures for the function of divisions. This activity also places the intern in an overseer role to understand the development of long-range planning of educational programs.

7. ATTEND STATE AND NATIONAL MEETINGS DESIGNED FOR SUPERINTENDENTS This activity provides information on problem areas faced by Superintendents. It is used for sharing and collecting information from various Superintendents.

8. KEEP A NOTEBOOK/SCRAPBOOK - This record serves as a permanent overview of the entire intern experience. It serves as a central reference for a description and implementation of the corporation's philosophy.

9. REVIEW THE RELATED LITERATURE - This activity gathers and organizes information from related programs. It keeps one in touch with current information relating to trends in Superintendency.

10. ATTEND CLOSED SCHOOL BOARD MEETINGS - Participation allows the intern to gain understanding of strategies, techniques, and ideas designed to achieve school goals. It teaches important aspects of the dynamics of people dealing with and solving problems and challenges that may be confidential or personal.

11. VISIT VARIOUS AREA/STATE SUPERINTENDENTS - This activity allows the intern to observe the Superintendent role in a variety of community and school settings. Observations will be used for comparative purposes.

12. PREPARE SPECIAL REPORTS/DOCUMENTS/RESEARCH FOR SUPERINTENDENT This project helps focus on the detail and broad, pervasive activities with which the Superintendent deals.

13. SERVE AS A REPRESENTATIVE FOR THE SCHOOL SYSTEM ON VARIOUS COMMITTEES/BOARDS - This activity allows the intern to act as a positive representative of the school system, to serve as a guide in interpreting the school's goals and philosophy, and to learn from the work of the organizations involved.

14. SERVE AS A RESEARCHER FOR THE SCHOOL BOARD - The intern serves as a facilitator in this activity by preparing or having prepared documents and reports that provide needed data or information.

15. SERVE AS A PARTICIPANT/OBSERVER WITHIN THE SCHOOL SYSTEM ON VARIOUS COMMITTEES (Example: Discipline Committee) - Through this kind of service, the intern can stay abreast of areas that deal with long-range planning of educational matters and of the policies that might be implemented.

16. ATTEND SUPERINTENDENT CABINET MEETINGS - This activity increases understanding of divisional operations and techniques for carrying out operational and functional policies. It tends to deal with day-to-day management of the schools.

17. SERVE ON "SPECIAL" TASK FORCES APPOINTED BY THE SCHOOL BOARD OR SUPERINTENDENT - This activity provides an excellent opportunity to put into practices the ideas, strategies, and concepts learned elsewhere. It is an excellent means for working with the business and public sectors.

18. ACT AS A LINK WITH THE SUPERINTENDENT ON STATE LEGISLATION AFFECTING EDUCATION - This activity involves interpreting educational legislation that will affect the school system.

19. CONSULTATION TIME - Conferences and consultations should be held regularly with the Superintendent to increase and maintain an understanding of that position and to discuss matters on an informal basis.

20. PARTICIPATE AS AN OBSERVER AT SCHOOL NEGOTIATION MEETINGS - This activity provides experience with a different but important aspect of the Superintendent's function. The interests that must be considered by the Superintendent can be learned and understood.

SELECTING AND ARRANGING FOR OTHER SCHOOL VISITS

Prior to visiting any school system, the intern and the Superintendent prepared and forwarded a letter explaining the program. The letter asked for the cooperation of the selected school system with scheduling a visit. For the purpose of the Internship in Superintendency, six (6) school systems were selected in Indiana. They were selected to provide a representative sample in terms of school size, location, and style of administration. The on-site visit began with an overview of the school system presented by the Superintendent. Discussions with other key administrators were also a part of the visit. Each Superintendent and each staff member proved to be very hospitable. They were uniformly open and pleased to present information about their school system. Each superintendent appeared interested in the concept of the internship and its potential value.

Differences in each school system visited included central staff composition, Superintendent's styles of administration, the process used in selecting members of the school boards, and the degree of community involvement in the educational system. Similarities included budgets, declining enrollments, discipline problems, and practices related to using substitute teachers.

Deciding on what to look for and what to ask before going to an educational site was of great importance. What to look for might include the following:

1. Superintendent's style of leadership
2. Issues (political/educational) facing a school sytem
3. Administrative organization
4. Methods of selection of members of the Board of School Trustees
5. Suggestions of professional readings for the intern
6. Procedures for arranging administrative meetings
7. Perceptions of what a new Superintendent should know about the role of a Superintendent

VISITATION TO ADMINISTRATIVE DEPARTMENTS

Before any visitation was made, a schedule of events was prepared by the intern in cooperation with an Assistant Superintendent, Associate Superintendent or the department director to be visited. Each departmental area within the school system was visited, but the amount of time spent in each department varied. There are several agenda items which need to be explored during the visit:

1. Job or position descriptions
2. Department goals/objectives
3. Resources available and used for the job
4. The outcome of efforts on the job
5. Special problems that have been identified for solution

The central question posed for each visit was "What should a Superintendent know about your area of work?"

In visiting departments, it is important to avoid sharing with a person your impression of his/her job responsibility. Some may see you as a message from the Superintendent or as a messenger to the Superintendent. During the visit, a frank sharing of what you are about as an intern is welcomed and helps to eliminate any suspicions as to why you are "really there!" Staff members are usually pleased to explain their job and to underscore the importance of their contributions to the system. You should stick to the task of listening, avoid gossip, and maintain a high professional level of discussion.

Appendix 3 contains an example of a letter of introduction sent to the department just prior to the interview. Information gathered during visitations should not be recorded. The major purpose of the visitation is to observe and absorb what is seen and discussed. A written report is not essential to benefit from a visitation.

SUMMARY

The Superintendent Internship Program is not a clearly specified or described activity sequence. Wherever the program is to operate it will need to be established, planned, and conducted with flexibility. Much will depend on the Superintendent under whose direction the intern works. Much will depend on the intern's willingness and ability to persevere, to delve, and to pursue emerging areas of interest and information. Any intern will gain a great deal of knowledge, understanding, and skill from working with a Superintendent. An intern can expect to achieve a sensitivity to and insight into the following areas:

1. The importance of communications generated by and shared with the Superintendent
2. The contribution of the Superintendent to morale, both positive and negative
3. The complexity of the Superintendency
4. The image the Superintendent projects, both to school personnel and to the community
5. The firmness of the Superintendent's decision-making
6. The consistency and fairness of the Superintendent's decision and policy-making
7. The Superintendent's concept of his/her own importance and influence
8. The accessibility or profile of the Superintendent
9. The trust engendered in others by the Superintendent
10. The involvement of the Superintendent as a listener to a wide variety of people and groups.

The Superintendent Internship Program is, basically and by definition, a team of two people. The Superintendent is highly trained and experienced. The intern is seeking new experiences. The Superintendent and the intern, a kind of "odd couple," will spend a lot of time together.

The reading of literature, visiting other schools and departments, and preparing special documents should all be a part of the intern's experience, but these are secondary to what will produce the most lasting impact. The primary ingredient of an internship is the personal relationship established with the Superintendent. As in so many other endeavors, the human element will determine the success of the internship.

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Teacher Education and Certification
Room 231, State House
317/633-4759

APPENDIX 1

February 10, 1978

Evaluation #42070

Mrs. Virginia Calvin
1311 Berkshire Drive
South Bend, IN 46614

Dear Dr. Calvin:

The transcript submitted indicates all the deficiencies have been removed for the Secondary Administrative Certificate with the exception of:

Official verification of three years secondary teaching experience.

For the Elementary Administrative Certificate the following course remains:

Three semester hours Elementary Curriculum

It is not possible to establish a Secondary Administrative Certificate with Counseling or Elementary experience.

An evaluation of your credentials indicates you will be eligible for the School Superintendent's Provisional Certificate, Bulletin 400 upon completion of the following:

3 semester hours Elementary Curriculum
12 semester hours selected from School Finance, School Law, School - Community Relations, Professional Negotiations, Staff Personnel.

The application and fee will be held pending official verification of three years secondary teaching experience. If you wish instead to be issued a Professional Counseling Certificate, please advise our office.

Sincerely,

Loreetta Painter

(Mrs.) Loreetta Painter

/ced

APPENDIX 2

1311 Berkshire Drive
South Bend, Indiana 46614
January 28, 1978

Chairperson, Sabbatical Leave Committee
South Bend Community School Corporation
635 South Main
South Bend, Indiana

Dear Sir:

I would like to apply for a Sabbatical Leave for the 1978-79 academic year.

This leave will afford me the opportunity to pursue additional academic work in school administration (Superintendency) and gain a working knowledge of the roles and responsibilities of the Superintendent.

Mr. Dake has agreed to allow me to serve as an intern under his directions and Dr. Floyd Urbach of Indiana University at South Bend will be my Intern Advisor.

Enclosed, please find a copy of the Sabbatical Leave Proposal and a support letter from Mr. Donald Dake. Dr. Urbach's letter has been delayed because of Blizzard '78. A copy of his letter will follow.

If additional information is needed, please feel free to contact me.

Thanking you in advance.

Sincerely,

Virginia Brown Calvin

Virginia B. Calvin

Enclosures (3)

SOUTH BEND COMMUNITY SCHOOL CORPORATION
Donald A. Dake, Superintendent

APPLICATION FOR SABBATICAL LEAVE

Teacher Virginia A. Brown Calvin Date 1/27/78

School Dickinson Middle School Assignment Assistant Principal

Years of service in South Bend 6

Leave requested for the following period:

First semester of 19___ - 19___
Second semester of 19___ - 19___
School year of 19 79 - 19 79

Leave for the following professional purpose:

Improvement of Professional Skills X
Research in Education or Subject Field ___
Work Experience X
Teacher Exchange Program ___
Educational Travel ___
Combination of These Purposes X

Program proposed for sabbatical leave and the manner in which it will benefit the pupils and school community (e.g. Institution to be attended, courses for credit, travel itinerary, research project, work experience)

SEE ATTACHED SHEETS

(Use reverse side if necessary)

I have read the regulations concerning sabbatical leaves and agree to abide by these regulations.

If I am granted this sabbatical, I agree to return to the system for a period equal to the length of the sabbatical leave granted immediately following the expiration of my period of absence or forfeit any claim for sabbatical salary.

Virginia Brown Calvin
Signature of Applicant

REQUEST FOR SABBATICAL LEAVE

The South Bend School Corporation is a complex educational system serving approximately 29,531 students. These students' programs are guided by the cooperative efforts of some 1,483 teachers and 115 administrators. Through this complex, multilevel organization has come the creation of many remarkable educational opportunities for large numbers of students.

In a similar fashion the size, complexity and diversity of the programs has created the need for many different kinds of organizational and administrative skills. Administrators working for the South Bend Community School Corporation come from diverse backgrounds and exhibit many different styles of administration. They have different attitudes, personalities, administrative specialities, and represent many ethnic backgrounds. Each level of administration has its own particular approaches, techniques and skills in carrying out their delegated responsibilities.

It is the intent of this sabbatical proposal to study the interactions of these different levels of administration from the perspective of the Superintendent's office. From this study should come a working insight as to how this complex system of adults administers a school corporation of this size and complexity. As an administrative intern assigned to the Superintendent's office, it will be possible to view and experience in a first-hand manner the functions necessary to keep the school corporation operating in a viable educational manner. In particular, the role of the

Superintendent as he works with each administrative level of the school corporation and interacts with the school board and other constituencies will be the primary emphasis of study in this sabbatical leave.

STATEMENT AND TIMETABLE FOR SABBATICAL LEAVE

The statement of Sabbatical Leave is to take one academic year from present administrative duties to pursue an "Internship in Superintendency" in the South Bend Community School Corporation under Superintendent, Mr. Donald Dake.

ACADEMIC PREPARATION

Dr. Floyd Urbach, Associate Professor at Indiana University at South Bend and Associate Chairman of the Division of Education, will serve as Internship Advisor. Graduate credit for the Internship will be arranged through Indiana University at South Bend.

LIMITATIONS AND POSSIBLE ACTIVITIES FOR INTERNSHIP

The project will be limited to two (2) subject areas of concern: (1) Community Relations and (2) Administration from the Central Office. Possible activities might include: attending, doing, visiting, interviewing, reporting, writing, sitting in on, summarizing, discussing, clarifying, questioning, etc.

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

TEL. NO. 219—237-4339

February 8, 1978

Dr. Russell Rothermel
Sabbatical Leave Committee
South Bend School Corporation
635 S. Main Street
South Bend, Indiana 46623

Dear Dr. Rothermel and Committee Members:

Over the past several months Dr. Virginia Calvin has undertaken a study of the nature of administrative internships in preparation of her sabbatical proposal. During that time she has obtained and studied literature on the nature of such an internship and has talked with a number of administrators about the role an internship might play in terms of personal professional development and in terms of the contribution to be made to the school corporation hosting the intern.

Dr. Calvin has prepared herself for this sabbatical proposal in a professional and self-directed manner. I believe that these two characteristics are the same ones which would insure an excellent sabbatical experience with benefits to the School Corporation as well as to her own growth. In her proposed University study she will have the opportunity to formalize a number of her experiences and to continue the process of integrating first-hand administrative experience with the academic study.

If I can provide further information, I would be pleased to do so.

Sincerely yours,

Floyd D. Urbach

Floyd D. Urbach, Ph.D.
Associate Chairman for Instruction
and Associate Professor of Education

FDU:mb

SOUTH BEND COMMUNITY SCHOOL CORPORATION
635 SOUTH MAIN STREET SOUTH BEND, INDIANA 46601

Office of Superintendent

January 24, 1978

Dr. Virginia B. Calvin
Dickinson School
South Bend, IN

Dear Dr. Calvin:

Thank you for sharing with me your interest in an administrative internship program, especially at the superintendency level in the South Bend Community School Corporation.

I feel that this program directed by and under the accreditation of Indiana University would be a most interesting experience, not only for you but for the school corporation 'tself. I would certainly look with favor upon your pursuing such an activity and would be glad to participate with you at Indiana University should it come to fruition.

Sincerely,

Donald A. Dake
Superintendent

DAD:cm

APPENDIX 3

SOUTH BEND COMMUNITY SCHOOL CORPORATION
Donald A. Dake, Superintendent
Division of Instruction
Russell W. Rothermel, Assistant Superintendent
February 15, 1979

TO: Directors and Coordinators, Instruction Department

FROM: Russell W. Rothermel, Assistant Superintendent for Instruction

RE: VISITATION BY DR. VIRGINIA CALVIN, SUPERINTENDENT INTERN

Dr. Calvin is experiencing a rare opportunity in preparation for her certification as a public school superintendent. A part of her pre-service training credits are being earned through an internship arranged by her university with Mr. Dake.

She is now ready to become acquainted with the work of the Division of Instruction. Beginning Tuesday, February 20, she will be calling you to arrange an appointment for an hour or more to visit with you about your assignment.

In essence she basically wants to know:

What do you do? -- your job description
What are your goals and objectives?
What resources do you use?
What have been the outcomes of your efforts?

Where there are assistant coordinators, please inform Dr. Calvin if you believe it helpful to her to visit with the ones responsible to you at a separate conference or in conference with you.

Please welcome Dr. Calvin and may you have a good visit.